Formative Assessment Task

2ND Grade: Number and Operations in Base Ten

## 2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Materials and Directions:**

1. Gather base ten blocks, Digi Blocks, and/or hundreds charts for student to choose to use.
2. Have the student find a solution to one or all of the problems below. You are looking for students to use strategies efficiently.
3. Observe how the student models and solves the problem.

**Considerations:**

1. Observe what strategies students use to solve the problem. Each problem can be solved with adjusting to make an easier problem.
2. Take note of finger counting.

****

Name 2.NBT.5

Subtraction Assessment

|  |  |
| --- | --- |
| 100-52 | 83-37 |
| 75 – 25 | 60 – 59 |
| 90-43= | 43- 25 |



|  |
| --- |
| Teacher notes: |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |